



NO CHILD LEFT BEHIND ACT

Adequate Yearly Progress Report

Office of School Improvement

School and District Information (please provide a separate report for each school)

Name of District	dcode
Name of School	bcode
Address of School	
School Contact/Principal	
E-Mail Address	Phone
District Contact	
E-Mail Address	Phone

The AYP Phase checked below applies to this school:

- ☐ Phase 1: Identified for Improvement
- ☐ Phase 2: Continuing Improvement
- ☐ Phase 3: Corrective Action
- ☐ Phase 4: Planning for Restructuring
- ☐ Phase 5: Implementation of Restructuring Plan
- ☒ Phase 6: Continue Implementation of Restructuring Plan

The Michigan Department of Education (MDE) is requiring that each Title I school submit evidence that it has complied with the requirements listed for its identified AYP phase. Those requirements are outlined in the attached information. Submit the appropriate checklist and the requested evidence to bowlerr@michigan.gov.



NO CHILD LEFT BEHIND ACT
Adequate Yearly Progress
Technical Assistance/Reporting Packet

Phase 6
Continued Implementation of
Restructuring Plan

OFFICE OF SCHOOL IMPROVEMENT
FIELD SERVICES UNIT

Phase 6 Reporting

To be completed and submitted to MDE no later than October 26, 2007.

District Name: _____

School Name: _____

The following requirements apply to:

- Schools newly entering Phase 6 based on 2006-07 AYP results
- Schools that implemented Phase 6 requirements in 2006-07, made AYP in 2006-07, and must continue to implement the Phase 6 requirements in 2007-08

Phase 6 Checklist

- ☐ District met set-aside requirement for transportation costs related to the transfer option and for supplemental educational services
- ☐ Date of notice to public regarding AYP phase status: _____
- ☐ Letter sent to all parents regarding identification and transfer option (attach copy of letter)
 - ☐ Letter explains what the identification for improvement means.
 - ☐ Letter includes a comparison of the school, in terms of academic achievement, to other schools in the district and the State.
 - ☐ Letter explains the reasons for identification.
 - ☐ Letter includes a description of what the school is doing to address the problem of low achievement.
 - ☐ Letter includes a description of what the district or state is doing to help the school address the achievement problem.
 - ☐ Letter includes information about how the parents can become involved in addressing the academic issues that caused the school to be identified for improvement.
 - ☐ Letter includes specific details regarding the parents' right to transfer their student to another public school, including:
 - ___ A list of available school(s) not identified for improvement.
 - ___ Notice that transportation will be provided subject to certain cost limitations.
 - ___ The academic achievement record of the school(s) to which the student may transfer.
 - ___ Other information to help parents decide which school(s) would be best for their student(s).
 - ☐ Letter explains that SES may be available to eligible students remaining in the school.

Checklist continued on next page.

Phase 6 Reporting (*Continued*)

To be completed and submitted to MDE no later than October 26, 2007.

District Name: _____

School Name: _____

Phase 6 Checklist (Continued)

- ☐ Letter sent to parents of low-income students regarding supplemental educational services (attach copy of letter)
 - ☐ Letter identifies each approved provider within the district's geographic location or reasonably accessible.
 - ☐ Letter includes a brief description of the services, qualifications, and evidence of effectiveness of each provider.
 - ☐ Letter includes a description of the procedures and timelines that parents must follow in selecting a provider.
 - ☐ Letter informs parents on how the district will set priorities in order to determine which eligible students will receive services, if the district anticipates it will not have sufficient funds to serve all eligible students.

Indicate which of the following restructuring options were implemented in 2006-07:

- ☐ Replace all or most of the school staff, including the principal, who are relevant to the failure to make adequate yearly progress
- ☐ Close the school and re-open it as a charter school
- ☐ Turn the school's operation over to private management company with a demonstrated record of effectiveness

Implement any other major effort that significantly changes the governance of the school (as defined by MDE):

- ☐ Appoint/employ an independent "turn-around" specialist.
- ☐ Turn the school's operation over to the school's school improvement committee.
- ☐ Restructure the governance of the school by appointing a governing board to oversee the school.
- ☐ Close the school and re-open it as a complete school of choice within district governance.
- ☐ Use an external research-based reform model.
- ☐ Appoint a new principal.
- ☐ Suspend the office of the principal. (Indicate how the school will be governed.)
- ☐ Other major restructuring of the school's governance arrangement (for clarification of restructuring options, please review the guidelines included in this packet).

Checklist continued on next page.

Phase 6 Reporting *(Continued)*

To be completed and submitted to MDE no later than October 26, 2007.

District Name: _____

School Name: _____

Phase 6 Checklist (Continued)

Provide a restructuring update that includes the following information (attach update unless you have submitted this update as part of your Title I School Improvement Application in MEGS):

- A description of the restructuring activities completed during the 2006-07 school year and an evaluation of those activities
- A description of the professional development activities completed during the 2006-07 school year and an evaluation of those activities
- A description of any positive or negative changes in student achievement during the 2006-07 school year, based on two or more achievement measures, if available
- A description of the changes that have occurred in the school as a result of the restructuring efforts and the rationale based on outcome and process data to support continuing or revising the existing plan

Phase 6 Mandatory Steps

Set Aside Funds for Transportation and Supplemental Educational Services

- Set aside an amount equal to 20% of the district's Title I allocation for transportation costs associated with the transfer option and for supplemental educational services.
- Set-aside may come from the Title I allocation or other funds.
- Upon meeting all demands for transportation and supplemental educational services, the district may reallocate any remaining set-aside funds.

Notify Public

- Provide notification to the public that the school is identified for implementation of the restructuring plan.
- Describe what the school is doing to address the problem of low achievement.
- Describe what the district or State is doing to help the school address the achievement problem.

Send Letter to Parents

- Mail or email the transfer option letter directly to the parent(s) of each student by the beginning of the 2007-2008 school year.
- Provide in an understandable and uniform format.
- Write the letter, to the extent practicable, in a language or languages that parent(s) of each student enrolled in the school can understand.
- Letter must contain:
 - What the identification for implementation of the restructuring plan means.
 - Comparison of the school, in terms of academic achievement, to other schools in the district and the State.
 - The reasons for the identification.
 - A description of what the school is doing to address the problem of low achievement.
 - A description of the specific restructuring action(s) that will be taken.
 - A description of what the district or State is doing to help the school address the achievement problem.
 - Information about how the parents can become involved in addressing the academic issues that caused the school to be identified for implementation of the restructuring plan.
 - Specific details regarding the parents' right to transfer their student to another public school, including:
 - A list of available school(s) not identified for improvement.
 - Notice that transportation will be provided subject to certain cost limitations.
 - The academic achievement record of the school(s) to which the student may transfer.
 - Other information to help parents decide which school(s) would be best for their student(s).
 - Notice that SES may be available to eligible students remaining in the school.

Phase 6 Mandatory Steps (Continued)

Continue to Offer the Transfer Option

- Provide all students enrolled in the school the option to transfer to another school not identified for improvement (Phases 1-7).
- If possible, provide parent(s) a choice of more than one school to transfer their student(s).
- If all schools served by the district to which a student may transfer are identified for improvement (Phases 1-7), the district or Public School Academy (PSA) shall attempt to establish a cooperative transfer agreement with other districts or PSAs in the area. Documentation (e.g., letters and/or meeting minutes) must be maintained to verify such efforts.
- Provide transportation, up to limit of resources as determined by NCLB requirements.
- Give priority for transportation to lowest-achieving students from low-income families.
- Students may remain in that school of choice until the student has completed the highest grade in the school.
- The district must continue to provide transportation for students electing to transfer to other schools until the student's original school has returned to Phase 0.

Continue to Provide Supplemental Educational Services

- Notify parents of eligible students that supplemental educational services are available.
- Mail or email notice directly to the parent(s) of each eligible student.
- Provide notice in an understandable and uniform format.
- Write the notice, to the extent practicable, in a language or languages the parent(s) of each student enrolled in the school can understand.
- Notice must contain:
 - Identity of each approved provider within the district's geographic location or reasonably accessible.
 - A brief description of the services, qualifications, and evidence of effectiveness of each provider.
 - A description of the procedures and timelines that parents must follow in selecting a provider.
 - Information on how the district will set priorities in order to determine which eligible students will receive services, if the district anticipates it will not have sufficient funds to serve all eligible students.
- If requested, help parents select a supplemental educational service provider.
- District enters into an agreement with supplemental educational services providers. Agreement must contain:
 - Specific achievement goals for the student developed in consultation with the student's parents.
 - Description of how the student's progress will be measured.
 - Description of how the student's parents and teachers will be regularly informed of the student's progress.
 - Timetable for improving achievement.
 - Provision for termination of the agreements if provider is unable to meet the goals and timetables.
 - Method of payment for the services.
 - Provision to protect the identity of any student eligible for, or receiving, supplemental educational services.
 - Assurance that supplemental educational services will be provided consistent with applicable health, safety, and civil rights laws.
- Provisions of the agreement must be consistent with individualized education program under IDEA or Section 504.
- Ensure that eligible limited English proficient students receive appropriate supplemental educational services and language assistance in the provision of those services.

Phase 6 Mandatory Steps (Continued)

Continue to Implement Restructuring Plan

- Continue to Implement at least one of the following alternative governance options:
 - Replace all or most of the school staff, including the principal, who are relevant to the failure to make adequate yearly progress
 - Close the school and re-open it as a charter school
 - Turn the school's operation over to private management company with a demonstrated record of effectiveness
 - Implement any other major effort that significantly changes the governance of the school as (defined by MDE):
 - Appoint/employ an independent “turn-around” specialist.
 - Turn the school's operation over to the school's school improvement committee.
 - Restructure the governance of the school by appointing a governing board to oversee the school.
 - Close the school and re-open it as a complete school of choice within district governance.
 - Use an external research-based reform model.
 - Appoint a new principal.
 - Suspend the office of the principal. (Indicate how the school will be governed.)
 - Other major restructuring of the school's governance arrangement (for clarification of restructuring options, please review the guidelines included in this packet).
 - Make other arrangements as necessary to implement the alternative governance restructuring plan.

MDE Mandated Intervention

- School will re-visit school improvement plan to focus on Comprehensive Audit conducted during 2006-07.
- District will increase decision-making control over school.
- District will assign a district-level person to work as part of a mentor team for each school in an improvement phase. Mentor teams will visit buildings in Phase 6 and above quarterly and report to MDE twice a year.
- School will use the Title I School Improvement grant for focused professional development.
- The principal will be assigned a leadership coach.
- District must submit building level budgets for Title I, Part A funds in the Consolidated Application in the Michigan Electronic Grants System (MEGS).
- The school will participate in services provided by the Regional Assistance Grant.

Guidelines for Other Restructuring Options

The Michigan Department of Education has developed the following guidelines for the other restructuring options allowed under NCLB:

1. Appoint/employ an independent “turn-around” specialist for the school.
This person would have some limited powers over the school, e.g., in decisions regarding curriculum, staff development, decision-making process, school improvement plan, etc. Powers of this specialist could be determined by:
 - The State—if specialist is State-appointed and the school/district was required or volunteered to accept a State-appointed specialist.
 - The local board of education—if specialist is a district decision, the specialist would report to the school board.
2. Appoint a Governing Board to oversee the school.
Establish a Governing Board to oversee the school, with representatives of the teachers, administration, parents, business and community leaders. Have the local board of education grant the Governing Board some degree of autonomy in pursuing an aggressive improvement plan. Establish a sunset date for the governing board to cease to exist, and hold that board accountable for student achievement within that time.
3. Close the school and re-open as a completely restructured school of choice within the governance of the school district.
The school would need to identify itself specifically by what it would be able to offer students in terms of academic programs and expected performance, e.g., a focus school where a specific approach to learning is implemented on a schoolwide basis. This option would require a State appointed monitor/coach to assist the school in developing its focus, mission, goals, and operational structure. Monitors/Coaches would be funded by the district and/or school using Title I funds and would be on contract for no less than 100 school days (may include summer work with staff).
4. Use an external research-based reform model that addresses the issue of alternative governance.
Model must include alternative governance approaches and schoolwide instructional reform, not merely a change in curricular materials. Examples are available through www.nwrel.org Catalogue of Reform Models—Whole School.
5. Appoint a new principal.
Plan must include rationale that explains how this change in governance will lead to fundamental reforms and to improved student achievement.
6. Suspend the office of the principal.
Have the central office take over the administration of the school through the appointment of a central office administrator to temporarily govern the school.

Sample: Letter sent to parents of ALL students who attend Title I schools identified for Phases 2-6 of improvement.

SAMPLE IDENTIFICATION/CHOICE LETTER

<Date>

<Parent>

<Address>

<City, State, Zip>

Dear <Parent>:

- 1** Your child is a student at <ABC School>. You know that your child is important to us and that we want to provide every opportunity for success.
- 2** Each school in Michigan is required to assess students every year on the <Michigan Educational Assessment Program (MEAP) tests/Michigan Merit Exam (MME)>. The results of these tests, as well as participation on the tests <or graduation rate> are used to determine whether our school is making adequate yearly progress (AYP).
- 3** This year, <ABC School> is identified for improvement because <list reasons (be specific, e.g., only 20% of the students were proficient in reading)>. In order to address this problem, <explain what the school is doing to address the problem and how the district and MDE are helping>. You can assist our efforts by <explain how parents can be involved in addressing the academic issues that caused the school to be identified>.
- 4** Since the school is identified for improvement, the district must offer you the opportunity to transfer your child to <specify other school(s) in this district or another neighboring school>. If the district receives more applications than can be accommodated, priority will be given to the lowest-achieving children from low-income families. You will be notified by mail of your child's transfer status.
- 5** To help you decide, we have provided test information from the schools that made AYP along with <ABC School's> information so you can compare them. Based on this information, you may choose a school using the enclosed <school transfer form>. Transportation to this school will be provided. You must complete this form by <date-at least 30 days> and return it to <name and number> for consideration.
- 6** If you decide not to transfer your child and your child is eligible for free or reduced price meals, free tutoring may be available to your child. You will receive a separate letter about free tutoring.
- 7** To discuss this decision further, please call <name and number> and <he/she/they> will be happy to help you.

Sincerely,

District Official

Enclosures: School Comparison Data, <School Transfer Request Form>

Sample: Letter sent to parents of students who are eligible for free or reduced price meals and attend Title I schools identified for Phases 2-6 of improvement.

SAMPLE SES LETTER

<Date>

<Parent>

<Address>

<City, State, Zip>

Dear <Parent>:

- 1** Help your child succeed in school! As a result of the federal No Child Left Behind Act, your child may be able to receive extra help in mathematics and reading. You can receive free tutoring because <ABC School> is identified for improvement, corrective action, or restructuring, and your family meets the income limits under the law.

- 2** <ABC School> is identified for improvement in <Mathematics and/or English Language Arts> because it has not made adequate yearly progress on the <Michigan Educational Assessment Program (MEAP) test/Michigan Merit Exam (MME)> for <#> years <OR explain other cause, such as graduation rate>. The school is working to address these problems by <briefly identify improvement efforts>. In order to help your child do better in school, you can now choose a free tutoring program in your area. A list of programs that have been approved by the Michigan Department of Education is included. The programs will provide tutoring that is coordinated with what is being taught in school. Each program is different. You will need to review the information for each program and decide which is best for your child.

Think about the answers to these questions to help you decide:

- 3**
- When and where will the tutoring take place?
 - How far is it? Please note that transportation to the tutor and to your home may not be provided.
 - How often the tutor will meet with your child and how long is each tutoring session?
 - What programs, by grade level and subject areas, are provided by that tutor?
 - What type of instruction is used (e.g., small group, one-on-one, or computer based instruction)?
 - What are the tutor's qualifications?
 - Does this program seem to fit your child's needs?
- 4** The school has invited tutors to meet with parents <include details, time and place for a provider fair if applicable> to help you decide.
- 5** Included in this letter is a Tutor Selection Form. If you would like to select a tutor from the list, complete this form and return it to <name and address> in the stamped envelope we have enclosed. Your Tutor Selection Form is due by <date-at least 30 days> for your child(ren) to be eligible to participate. It is important that you select a first, second, and third choice of providers due to limited availability.
- 6** If the district receives more applications than there is space available, students will be selected based on academic need. Students who demonstrate the greatest academic need will be offered services first. If your child is not selected to receive tutoring services, you will be notified by mail. If your child is selected to receive services, we will send a confirmation letter to you, the provider you selected, and your child's school.
- 7** The No Child Left Behind Act also allows students to transfer to another school <be specific if it is in the district or if it is in a neighboring district>. The School Choice letter was mailed to you on <date>.
- 8** The school staff want to help you with this information, so please do not hesitate to contact us <name and number> with your questions.

Sincerely,

District Official

Enclosures: District Report Card, List of Tutors Approved by the State, Tutor Selection Form, Stamped & Addressed Envelope

Worksheet: District Title I Schools Set-Aside

1. District Title I Allocation	A
2. Highly Qualified Set-Aside <i>5% minimum set-aside unless less is needed</i>	B
3. Homeless Set-aside <i>Sufficient funds to provide comparable Title I services to homeless students in non-Title I schools. District may determine the amount.</i>	C

Complete Steps 4a and 4b ONLY if district has a school(s) in Phase(s) 1-6.

<p>4a. Transportation (Transfer Option) and/or Supplemental Educational Services (SES) Set-Aside <i>District must set-aside an amount equal to 20% of the district's total allocation for transportation related to the transfer option, supplemental educational services, or a combination of both transportation and SES.</i></p> <p>Transportation set-aside must be greater than or equal to 5% A x ____% = _____</p> <p>SES set-aside must be greater than or equal to 5%..... A x ____% = _____ D</p> <p>TOTAL set-aside must equal 20% A x ____20% = _____ E</p> <p style="text-align: right;"><i>(Leave blank if using funds other than Title I)</i></p>	
<p>4b. Title I funds beyond the minimum that will be used AT DISTRICT'S OPTION for transportation and/or supplemental services:</p> <p>Additional Amount for Transportation: F</p> <p>Additional Amount for SES: G</p>	
<p>5. Total set-asides for highly qualified, homeless, transportation and supplemental educational services:..... (B+C+E+F+G) = _____H</p>	
<p>6. Title I Balance of Allocation: (A – H) = _____ I</p>	

NOTES

Transfer Option: Open to all students; priority given to lowest achieving students from low-income families.

SES: Only for students from low-income families; priority given to lowest achieving students.

Title I balance (letter I): Will be allocated using the "Title I School Selection and Allocation Worksheet," beginning at Step 6. The process to determine the maximum supplemental services amount per student is on page 2, which should be completed by districts with a school(s) in Phase(s) 2-6.

Worksheet:
Determining Maximum Supplemental Education Services (SES) Per Student

1. District Title I Allocation	_____	A
2. District Title I Census Poverty Count or Equated Census Poverty Count for PSAs: <i>Reference MDE website, Title I, Part A Allocations</i>	_____	a
3. Per Student Maximum Amount for SES	$A \div a$ _____	b
4. Total SES Set-Aside <i>From page 1: D + G</i>	_____	c
5. Estimated Number of Students Served by Set-Aside Amount.....	$c \div b$ _____	d

* Letter to describe availability of supplemental services should be sent to low income families. If the number of students exceeds the estimated number "d", the lowest performing students are given preference over the higher performing students.